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ABSTRACT

A high percentage of students in a second-grade class with low socioeconomic characteristics demonstrated exceptionally low achievement in social studies. The problem was addressed by the implementation of an interdisciplinary program to increase basic skills in all areas of the curriculum. Activities designed to increase the target group's understanding of social studies concepts while practicing skills in reading, language arts, mathematics, and science were incorporated into all subject areas utilizing a whole language approach. An emphasis on critical thinking and daily news events allowed for student growth in inferential comprehension and the formation of attitudes about the world. The results indicated a significant increase in social studies achievement for all target group members (N=16). Students also demonstrated positive affective changes as their concern and interest in the news increased. Appendices include diagnostic and observation sheets, sample testing instruments, and additional student data. (Author)

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IMPROVING SOCIAL STUDIES ACHIEVEMENT:

AN INTERDISCIPLINARY APPROACH

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by

LINDALEE KAMINSKI

A Practicum Report

submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

July, 1989

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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Signed Lindalee Kaminski

Abstract

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Descriptors: Primary Education/Elementary Education/Whole Language/Interdisciplinary Approach/Social Studies/Civics/Curriculum/

A high percentage of students in a second grade class with low socio-economic characteristics demonstrated exceptionally low achievement in social studies. The problem was addressed by the implementation of an interdisciplinary program to increase basic skills in all areas of the curriculum. Activities designed to increase the target group's understanding of social studies concepts while practicing skills in reading, language arts, math, and science were incorporated into all subject areas utilizing a whole language approach. An emphasis on critical thinking and daily news events allowed for student growth in inferential comprehension and the formation of attitudes about the world. The results indicated a significant increase in social studies achievement for all target group members. Students also demonstrated positive affective changes as their concern and interest for issues in the news increased. Appendices include diagnostic and observation sheets, sample testing instruments, and additional student data.

Appendix J

Nova University
Center For The Advancement of Education
3301 College Avenue
Fort Lauderdale, FL 33314

Observer Verification Form

Verification of Practicum Activity

Dear Observer:

Practicum students in Nova's M.S. and Ed.S. programs are asked to provide external verification that the project activities reported in their final practicum documents took place as described. You have been designated an observer to fulfill this confirmation function by the student named below. On this sheet, then, please write a note attesting to your knowledge of the project activity described in the final practicum report to which this will be attached. (Note that you are not asked to evaluate or make judgments about the quality of the project.)

Practicum Title Improving Social Studies Achievement: An Interdisciplinary Approach

Student's Name Lindalee Kaminski

Program Site Wakeland Elementary School Date June 6, 1989

Observer's Name Roy H. Larson Roy H. Larson
(please print---------and sign)

Observer's position Principal Phone # 747-7505

Observer's comment on impact of the project (handwritten):

This project addressed the need for a broader approach to social studies in the primary grades, using a whole language approach. The program is being shared by other teachers in the school and will be presented to the county social studies supervisor.

Table of Contents

Page

Title Page i

Authorship Statement ii

Abstract iii

Observer's Verification iv

Chapters

I. Purpose 1

II. Research and Solution Strategy 10

III. Method 21

IV. Results 47

V. Recommendations 51

Reference List 52

Appendices

Appendix A: Sample of Weekly Observation Sheet 53

Appendix B: Sample Parent Letter 55

Appendix C: Mid-Course Teacher Developed Test 57

Appendix D: Mid-Course Diagnostic Sheet 62

Appendix E: Final Teacher Developed Test 64

Appendix F: Results of Final Teacher-Made Test 71

Appendix G: Sample - Nat. Test of Basic Skills 73

Appendix H: Pre/Post Assessment Data..... 79

CHAPTER I

Purpose

The problem to be addressed was evident in a second grade classroom of a school located in a community with low socio-economic characteristics. Seventy-five percent of the total school population qualified for free or reduced lunch. More than half of the students in the second grade class participated in special programs for learning disabilities, speech dysfunction, or remedial reading. Fifty percent of this class had been retained at least one year and many of the students resided with a single working parent or grandparent.

It is the classroom teacher's responsibility to place each student in an appropriate developmental group for language arts and math. The teacher must teach, test, remediate, and retest district-identified criterion skills in language arts and math from which student promotion is determined. During the period of research and implementation of this project, there were no district minimum performance standards in social studies. The district is currently in the process of

redesigning the social studies curriculum and is utilizing teacher input in order to formulate a unit approach to expand social studies instruction in primary grades.

In this second grade classroom, there were seven reading groups which ranged from a pre-primer to beginning third grade levels. Two of the students were administratively placed in second grade and had not yet mastered the required eighty percent mastery of language arts and math skills. Four math groupings had been identified, spanning from the first half of first grade math skills to third grade math curricula. Language arts and math instruction included total group, small group, and individual lessons which comprised a total of three hours and forty-five minutes per day. Thirty minutes per day were allotted for remaining academic areas.

Social studies is a subject that can be given little attention in a crowded curriculum where emphasis is placed on basic language arts and math skills. Many children in primary grades absorb early concepts in the areas of history, government, geography, and economics from family interaction. Discussions, family activities, vacations and community involvement provide

backgrounds which lead to acquisition of general social studies concepts. It has been observed that children from low socio-economic environments frequently have little exposure to these experiences and often exhibit weak foundations for the cognitive domain of social studies education. These children are often serviced by special programs and, due to multiple programs and scheduling difficulties, are out of the classroom during planned social studies lessons. In addition, when total group instruction utilizes grade level textbooks and worksheets, children with reading deficiencies and learning disabilities may not comprehend the desired information. Frustration and a negative attitude toward the content area may be observed.

The problem was that the second grade students in this study demonstrated exceptionally low achievement in basic social studies concepts. Observation of and verbal responses from the target group revealed little knowledge of the world in which we live. The extent of the problem was clearly demonstrated by the social studies section of The National Tests of Basic Skills. Test scores were compared with other second grade students nationally. The national percentile rank

indicated all sixteen students in the target group to be significantly below average. Ten of the students scored at or below the tenth percentile and the remaining six students ranked between the eighteenth and thirty-eighth percentiles. All students in the target group were below grade level on the nationally normed test for social studies achievement. The developmental deficiencies ranged from six months to two years below second grade level.

These weaknesses carry over into other areas of the curriculum. Real world word problems in math are more difficult for the student who has not mastered the building social science skills. Simple maps, graphs, economic principles and comparative statements are frequently used in second grade math word problems. Problem solving analysis is hampered when the student does not understand the underlying fundamental principles. An example might be a word problem involving computation of total miles travelled, when a correct response depends on understanding directions on a map. Money problems dependent upon an understanding of basic economic principles such as buying, selling, and earning prove to be difficult without an understanding of those principles. Nine of the sixteen

st[illegible]s in the target group answered the question, "W[illegible]at is the opposite of buying'?" with the word "stealing."

Reading comprehension is another area that is more difficult when a student has a poor conceptual knowledge of word meanings and an inadequate experiential background for social studies concepts. Tonjes and Zintz (1981) describe reading as:

"... a complex process that involves perceiving graphic symbols, interpreting their meanings, reacting and applying them to the life situation." (p. 361)

If a student has no sound topical knowledge base of the stories in second grade basal and literature series, application and evaluation of the reading material becomes problematic.

With little time allotted for teaching the second grade social studies skills, children who are below grade level in social studies achievement have a poor chance of catching up to grade level. Remediation of these skills was not planned for in a system that has not required county wide assessment or documentation of social studies skill mastery. Thus, the problem could easily continue with no systematic reteaching of previously unlearned skills.

The problem had deeper foreseeable difficulties because of a recent change in the state laws. In July of 1987, an amendment took effect which authorized the establishment of minimum performance standards in the areas of history, government, geography, and economics. Upon State Board of Education approval of these standards, the Departmentof Education will begin to develop appropriate instruments for assessing student mastery of the social studies standards which will be implemented in a statewide testing program and publicly reported. Curricula will need to studied in order to provide adequate opportunities for social studies achievement at each grade level.

The target group deficiencies could have emanated from a wide variety of sources. Lack of parental interest in current events prevented the children from exposure to information and discussions of local, national or world issues. Twelve of the sixteen children in the target group said that no parent or guardian voted in the 1988 Presidential election. Teacher observation during national election activities within the classroom revealed scant background knowledge in the area of government and political process. Twelve of the sixteen stated that no daily

newspaper was delivered to or read in their homes. Class discussions of current events unveiled a startling lack of awareness regarding major news stories, places, and people in the world or of headlines which were appropriate for second grade instruction and interest.

Cumulative records disclosed information which helped shed light on possible causes of the problem. Eleven of the students had been or still were staffed into special programs which required a minimum of 40 minutes per day outside of the regular classroom. Most of this time was scheduled when the teacher was not teaching math or reading. Thus, most of the target group left the classroom on a regular basis at a time of the day set for content area instruction. All of the eleven students were identified as children with reading deficiencies and had been placed in preventative strategies for language arts and/or math.

This practicum sought to solve the problem of second grade students who were performing below grade level in social studies achievement.

The following outcome objectives were to be achieved by the end of the practicum project:

1. At the end of a ten week period, ninety

percent of the target group participating in the social studies program would score at or above the 50th percentile on the Social Studies section of the National Tests of Basic Skills. Spring conversion tables would be used to convert equal interval scores to national percentile rank.

2. At the end of a ten week period, ninety percent of the target group would:

a. Identify specific national and state symbols as measured by a teacher-made test using a visual format and oral directions.

b. Use graphics, pictorial resources, and vocabulary to locate, compare, and present information as measured by a teacher-made test utilizing graphs and map skills.

c. Identify the importance of major U.S. holidays and historical figures as measured by a teacher-made test.

d. Recognize that rules and laws are essential to a society as measured by a teacher-made test.

e. Distinguish between economic terms as measured by a teacher-made test. Examples of terms include needs, wants, goods, services, buy, sell, earn, enough, and public/private property.

f. Demonstrate an understanding of the geographical interrelationships between people and environment using maps, globes and other tools of geography as measured by a teacher-made test.

3. During a ten week period, the target group would demonstrate an increased interest and concern for the news events in their world as evidenced by teacher documentation of oral, physical, and written contributions of daily news stories.

CHAPTER II

Research and Solution Strategy

An examination of current strategies for teaching social studies in second grade revealed some interesting alternatives for achievement of the outcome objectives. The New York State Education Department (1982) developed a social studies framework for grade two encouraging interdisciplinary planning and a holistic view of classroom instruction. Content activities were designed to foster growth of concepts as products of analysis, synthesis, and experience. Skill goals are carefully outlined and a teacher checklist of different methods for student evaluation has been provided. A section on linking literature to social studies includes a wealth of ideas for ways to use children's books in the teaching of social studies. Suggestions for individualizing instruction, motivating students, and incorporating social studies instruction into the reading program are abundant. Teachers are encouraged to work with library media personnel and a wealth of activities as well as suggested resources is provided. This curriculum framework provides a rich

array of choices for the integration of social studies into all second grade classrooms regardless of academic, geographic, or socio-economic composition.

Lapp and Flood (1983) suggested that discussions of current events or news items should focus on the relationship between cause and effect. These discussions should utilize prepared charts listing causes and effects for key events, be relevant to the students, and predict alternative outcomes. An activity was suggested to promote understanding of the cause and effect relationships. A group of students would prepare a newscast to present to the rest of the class and the audience would create a chart listing five causes and effects.

These authors offered numerous activities to integrate reading and social studies and included a grade level classification for each plan. Strategies for teaching comparison were suggested which could be adapted to a variety of grade levels, social studies topics, and individual needs of the student. One of these activities encouraged students to compare the traits of people campaigning for public office by

holding class elections and charting information. Sequencing,another second grade language arts skill, was addressed with ideas for creating historical time lines. One of these involved the hanging of a clothesline across the room on which events could be hung on cards and chronologically sequenced.

Atman (1980) created a handbook filled with lessons for incorporating social studies instruction into Primary classrooms through language arts activities. Concepts from each of the social science disciplines cover every area related to the outcome objectives of the second grade curriculum and emphasize interdisciplinary skills. Among these are information acquiring, organization, communication, reading, citizenship education, geography, and relationships involving time. Geographical directions are practiced through a game of "Simon Says," an activity using a state road map to locate towns and interpret map symbols, and a suggestion of a neighborhood walk to gather information about directional signs. The concept of following directions is expanded into related areas of math, utilizing cooking activities, communication,

with a game involving directions for playing a team game, and reading, with a plan for having the children discover the importance of following written directions. The handbook covers a wide variety of concepts, skills, and activities to weave social studies objectives into every area of the curriculum. It is appropriate for and adaptable to all developmental levels in a second grade classroom.

Naylor (1980) developed a unit of law and responsibility for grades two and three. He includes 11 lessons with student handouts to achieve objective goals of knowledge, attitudes and skills in the area of responsibility, rules, laws, and citizenship. One activity suggests that children compare and contrast rules and responsibilities of people who live in rural versus urban environments, people who live in the United States with those in other countries, and people who have lived during different historical periods. This particular activity offers application for the practicum writer's objectives in several areas. It can be tied in to daily current events with regard to geographical cause and effect, issues involving

governments and laws, and news stories which affect local schools or community services. The suggested activity can be extended into the areas of math skills, with word problems and graphing; economics, with responsibilities in the area of money and consumer awareness; role-playing; and art projects depicting particular rules, laws, and responsibilities.

Resnik (1984) emphasizes process rather than content in the structuring of a social studies curriculum. He suggests that the process approach for gathering, classifying, and analyzing information will lead to lifelong learning and thinking skills. Suggestions for working in research groups in order to discover information important to the lives of the children are given and can be applied to all areas of the second grade social studies objectives. A data base management system approach is offered to increase the use of the computer in social studies research. His suggestions are applicable to the target group in a number of ways. The media center is available for individual and group research throughout the school day and has a media specialist available to help the

student or group as is needed. Therefore, the classroom teacher may initiate a contract for research, discuss specific needs with the media specialist, and still be available for regular classroom lessons. This is especially valuable for the child who may need to be out of the room during specified periods of the day to attend support programs for it offers flexibility in individual scheduling. Results of individual or small group research can then be discussed with the classroom teacher in a conference, and later shared with the class.

Eng (1988) offers a process approach to graphing which involves the collection, organization, recording, and labeling of information. Although most of the examples depicted graphs in areas unrelated to the social studies concept objectives, the skill process could easily be adapted to a teacher's specific goals. Graph literacy is broken down into easily followed steps and can be woven into almost any intra-curricular activity.

The Iowa State Department of Education (1987) developed a series of interdisciplinary activities for

use in the primary elementary grades in the area of energy and environmental awareness. One activity meets several social studies objectives and is applicable for use in the second grade social studies program. Each day the student is given five fake one-dollar bills. The first day it costs them all of their money to drive their cars for 15 minutes. Each day, as the gas becomes more scarce, the student must use the same amount of money to drive five minutes When the money has been spent, class discussions help the children understand the economic concepts of scarcity, needs, wants, buying, spending, and conservation. This activity can be expanded into broader areas for the achievement of social studies terminal objectives while spreading into other curricular goals. The target group has been observed to have difficulty with real world word problems in math. This activity can give the group practice in math reasoning and problem solving as the student attempts to utilize economic concepts and determine answers to specific questions. Cultural awareness, language arts concepts, critical thinking skills, values clarification, and graphing activities are all avenues to explore utilizing this activity.

Zishka (1979) suggests learning activities for a second grade consumer education unit on quarters. Both social studies and math skills are reinforced. One activity involves role playing as students use fake money to buy, sell, and make consumer decisions. This activity could be used for literature enrichment, especially in the area of creative dramatics, to practice math money skills, to set up a community with a variety of specialized stores where students could buy and sell specific items, and to launch individual or group language experience stories.

Strazzella (1988) introduces a straw game to teach elementary students how a bill becomes a law. The importance of rules is discussed as the game is explained and later related to the process of making laws in our government. Because the game was above the developmental abilities of the target group, it will not be used. However, the suggested procedure can be utilized in discussing school rules, safety rules, and appropriate laws which affect the second grade children.

Hoover (1984) reviewed fifty-five trade books

designed to help second graders learn about communities. Reading levels range from first through fourth grade. Fiction and non-fiction books are included with a content summary of each, and suggestions for application in a social studies classroom. This guide will save time for the teacher who desires to set up a literature center for specific social studies objectives. As the target group spans several grade levels in reading ability, the guide is a valuable planning tool for the purposes of the practicum project.

Gulbrandsen (1989) suggests a class project to help children understand geographic differences. She has the children make up a fictional country and divide into groups to plan the country's location, economic and social characteristics; geographic divisions and landforms; government, and language. Critical thinking and intra-group cooperation is necessary as the children learn the relationship of cause and effect for the development of each division.

Many of the activities suggested offered opportunities for use in the classroom setting of the

target group. Availability of media resources, interdisciplinary weaving of lessons, adaptability of plans for different ability levels, and independent assignments related to outcome objectives led to the selection of the following strategies in priority order.

1. Provide learning opportunities for all social studies concepts leading to improved achievement on a nationally normed test of basic skills in social studies through the use of interdisciplinary activities as suggested by Lapp and Flood (1983) and Altman (1980).

2. Provide motivation and increased interest in world events through a daily news review and discussion as suggested by Lapp and Flood (1983).

3. Provide opportunities for practice in graphing and research using activities suggested by Eng(1988) and Resnik (1984).

4. Provide practice in map skills using activities suggested by Altman (1980).

5. Utilize sequencing skills to create an undertanding of historical time lines as suggested by Lapp and Flood (1983).

6. Provide opportunities for the acquisition of economic concepts with activities adapted from Zishka (1979,) and the Iowa State Department of Education (1987).

7. Provide opportunities for acquisition of concepts recognizing the importance and use of rules and laws in a society through the adaption of activities suggested by Strazella (1988) and Naylor (1980).

CHAPTER III

Method

Week One

Students were given a summary of one or more news stories from the day's newspaper. They were asked to identify the location of the event in answer to the question, "Where did this story happen?" The location was identified on a globe and then on an appropriate map or maps. Each story was then classified as world, national, state, or local news. A covered refrigerator box was used as a four dimensional bulletin board. The four sections were labeled as follows:

"WORLD" (A global symbol was displayed.)

"NATIONAL" (Symbols included a United States map, Statue of Liberty, U.S. flag, bald eagle, and George Washington.)

"STATE" (Symbols included a Florida map, our state flag, state bird, state flower, and state tree.

"LOCAL" (Symbols included a county map, the county mammal and a major historical figure.

After each story summary had been classified and affixed to the appropriate board, the students were

asked to identify the following story details:

1. Who is the story about?
2. What is the main idea or key event?
3. Why is this important?
4. How does this affect you?

When the details had been listed on the board or chart paper as the students identified them, a writing assignment was given, to be completed during the independent seatwork segment of the morning. The assignment was to choose a news story and explain their feelings about it. English writing skills were briefly reviewed. The students were given an option to post their story or to keep it private.

The identification, classification and discussion period required from fifteen to thirty minutes at the beginning of each day and incorporated each day's language arts skill focus utilizing a whole language approach to the "News Review." The focus during week one was on identification of symbols, classification of news events, identification of story details, practice in writing and critical thinking skills, and motivation in the area of current events.

On the first day, all of the students in the target group wrote simple summaries of one of the two

news stories. As the week progressed, the majority of the summaries included comments, personal reactions, and outcome predictions. A local news story about a brush fire seemed to be exciting for the students as many of them had seen the smoke. A discussion of multiple meaning words, using "brush" as an example, was particularly appropriate as the children were learning about "Smokey the Bear."

On the final day of the first week, a story about an eight year old who accidentally shot and killed his brother created unexpected results. Some of the children wrote about personal tragedies involving deaths, fears about being left alone, revelations about guilty feelings, and drug-related concerns which led to guidance counselor referral. Additional time was spent with individual students during various times through the following few days and small group discussions were conducted during afternoon "center" time. These periods did not interfere with the normal "flow" of a day.

Week Two

"News Review" continued with a change in procedure and focus. Four short summaries with an accompanying headline were to be presented to the students. These

news summaries were to be taken from the morning newspaper, represent each of the four areas of classification on the four-sided display box, be chosen for the appropriateness for second grade, and be rewritten for an average second grade reading comprehension level. On the first day of this week, the practicum writer found that four stories were too much for the students to work with. The focus was changed to one story from the morning newspaper, with a simple classification exercise to place three other headlines into the proper section on the display box. Only one story summary was then presented to the children and teacher preparation time was reduced to about twenty minutes before classes began.

Each student received a copy of the short news summary with room to write below the story. The students were asked to classify the story, as it was read in a shared reading experience, according to the four areas of news. Class discussion enabled the students to record the correct classification word on their papers as one student attached the article to the correct place on the news board. A review of the symbols for the four areas accompanied the activity.

Key vocabulary words, as introduced by the

teacher, were written on a chart or blackboard and recorded by the students on their papers. Appropriate dictionary meanings, synonyms, antonyms, and phonetic discussions were included as the children followed oral directions and wrote on their papers.

Students were again asked to locate the area of the news story on a classroom globe and appropriate classroom maps. Cardinal map directions were used to guide student location of each geographical location. Map symbols were presented as a source of help in the location and comprehension of geographical information.

The students were asked to contribute answers about story details as described in activities for week one. Cause and effect relationships were discussed.

The writing activity, to be completed during independent seatwork time, encouraged the students to predict outcomes for each news event. The teacher wrote an appropriate "What do you think will happen if..." type of question to foster critical thinking for the prediction of outcomes.

The teacher guided activities required approximately thirty minutes at the beginning of the morning during a time previously used for the presentation of specific language arts skills. These

skills were incorporated into the news discussion as described. Language arts focus was on vocabulary, decoding skills, semantics, synonyms, antonyms, literal comprehension, and inferential comprehension. Social studies skills were directed to map skills and a review of the objectives for week one. Writing activities encouraged students to formulate attitudes and opinions, practice specific writing skills, and utilize critical thinking. As the writing activities were carried out within the normal range of seatwork assignments, no additional time was needed. The teacher collected each day's papers, made written comments, and returned them to the class for immediate feedback. They were collected again and placed in individual folders for an activity during week three.

Week Three

Each morning, the students briefly practiced map skills in a teacher directed format while highlighting a few geographical locations from the morning news. Approximately ten minutes were allocated for a short discussion and classification of current events following a condensed version of the "News Review." Students were encouraged to write an opinion paper on one of the news topics at a writing center designated

for that purpose. This activity was optional.

Students were assigned a time to go to the media center, individually or in small groups, during the course of the week. They took their news journals from the previous week and helped to create a book using the media center binding machine and book cover materials. The media specialist assisted each student after planning with the classroom teacher for this activity. Additional blank pages were inserted to encourage students to add their reactions and summaries of future news events.

Map skills were practiced during independent seatwork time with a daily map requiring students to follow written directions to answer questions. The outline maps progressed from a world, to a national, to a state, and then to a community map. Map vocabulary, cardinal directions, and pictorial symbols were included. Feedback from this activity occured at the usual afternoon seatwork review and required no additional time during the day. A directional game of "Simon Says" was played for several minutes at this time to practice cardinal directions in a kinesthetic modality. On the final day of the week, the students were given a map of the classroom with

directions leading to the location of a prize. The students traced a path on their maps and turned them in to the teacher when completed. After all students had turned in their maps, the students walked the path, following the map directions, and received their prize.

The focus for week three was on map skills, pictorial symbols, following oral and written directions, critical thinking, identifying main idea from news stories, recalling information, using media resources, and developing self-motivation for narrative writing.

During this week, the excitement level in the classroom was observed by the teacher to have dramatically increased. Nine of the target students voluntarily brought in news articles to share every day of the third week. The students were anxious to share what they had heard from various news sources or discussions at home. A story about a child who received a message in a bottle from a local beach inspired one child to send a similar message with the help of her parents. One student brought in an article about a local art show her mother was involved in and the children wrote and asked the mother about her artwork. Several students reported that they had gone

to see the display in the local park. One child found a bone in the woods, wrote her own news story about it, and created a display for the media center with the bone, artwork, and the story. All of the target students participated in the optional writing activity, although three of the papers were brief sentences showing no critical thinking. All students appeared to be extremely proud of their news books and were anxious to take them home at the end of the week.

Week Four

The students began construction of a historical timeline. Emphasis was on recognition of key figures and events rather than on dates. This week introduced Indians as the first Americans. Each student was assigned a book report utilizing a teacher chosen informational book about Indians. The reading materials were suitable for each child's independent level. Some students unable to read independently were assigned a peer partner to work with. Enrichment level students were assigned more difficult research projects, wrote a report, participated in a small group art project to illustrate their research, and reported back to the class. A poster board displayed, on both sides, results of student work regarding the first

Americans and was hung on the left side of a clothesline. Teacher guided instruction utilized about ten to fifteen minutes prior to independent work time. Center assignments and research were carried out during the usual time needed for seatwork. The media center specialist was available to help children with research. Sharing of student work was incorporated into the beginning of the teacher guided instruction each morning and resulted in a discussion about the poster board as it was hung up on the line at the end of the week.

"News Review" continued at the beginning of each day in a brief ten minute summary. The news writing center was be set up for any students wishing to add to their journal of current events.

The focus for week four was on sequencing, recognizing historical events, research and reporting skills, gathering information, working in groups, and appreciating ethnic heritage

More than half of the target group continued to bring in news articles from home so that the display board needed to be changed frequently. A student was chosen each day to work on displaying news stories and others were free to offer assistance with

classification during free time. The optional writing center was visited by only eight of the students, but six others drew pictures or created some project about a news story of their choice for at least three of the days. Student reaction to a story about drunk drivers motivated a group of students to create a bulletin board in the hallway with opinion papers, artwork, and slogans from all class members. The entire project was student initiated and carried out. One child created a book about the dangers of drunk driving, illustrated it, and went to the media center to have it bound. It was added to the display. The topic fed into the second grade health curriculum on drugs and alcohol and became an unexpected launching point. Many children reported that the news talks were "fun" and four parents of target group students reported to the teacher that their children were excited about discussing news at home.

Week Five

The "News Review" format and writing center continued as in week four, utilizing a short period of time at the beginning of each day and an optional news journal writing center.

The historical time line format continued with a

few changes. The topic was introduced at the beginning of the week and focused on the discovery and exploration of America. Each day a different reading assignment was given to address the needs of the reading levels within the classroom. Christopher Columbus and Hernando DeSoto were two central historical figures studied during the week. At the end of the week, representative student work, attached to a poster board and labeled, was presented by the teacher with class participation and discussion. The second portion of the visual historical timeline was hung on the clothesline to the right of the first display. These activities required about forty to sixty minutes of teacher directed time, and were split between the first and last day of the week. The student activities were assigned in the usual manner for independent work and required no additional time than that normally used for individual, independent assignments.

Citizenship, rules, and responsibilities were introduced along with the topic of discovery and exploration. Students were asked to compare rules and laws needed when the Indians were the only Americans with those existing now. A comparision of an Indian community with our present day community culminated the

week's focus. The activities progressed as follows:

Day One: Class discussion of vocabulary meanings of rules and laws was led by the teacher. Children were asked to contribute one rule for a family, school, community service, and for safety in a neighborhood. Children were asked to think about what kinds of rules explorers might have as they sailed on their voyages. Throughout the day, rules for each area were illustrated. Phonetic, writing, math, science, safety, behavior, and playground rules were noted as they occured. Students were directed to stand up whenever the teacher stated a rule. A brief acknowledgement of the cause/effect relationship of each rule was given as was appropriate.

Day Two: The teacher reviewed the concepts of rules and laws with a discussion of the voyage of Christopher Columbus. A news event from the morning paper was highlighted for the purpose of discussion regarding the formulation of laws for our nation. This discussion was incorporated into the "News Review."

Day Three: The teacher selected an appropriate article about a crime, from the morning newspaper. Students were asked to identify laws which had been broken, possible causes, possible effects, and

identified story details. An independent writing assignment was carried out during seatwork time, and required the students to take the role of the criminal, the law enforcement representative, or the victim, and create a point of view from the chosen "role."

Day Four: Selected essays from the previous day's writing assignment were read, with the permission of the authors, to the class. Discussion and reaction about rules and laws followed. Twenty to thirty minutes to replace seatwork correction for the day was needed for this activity.

Day Five: As the discovery and exploration timeline project was discussed and hung, students were again asked to compare and contrast rules, laws and leadership of the earliest Americans, and explorers, with those of the present day. This discussion was woven into the week's culmination of independent projects.

The focus for week five was on the continuation of skills and concepts from the first four weeks, and on the development of respect for rules and laws.

A major news story about an oil spill dominated the attention of the children during week five as it led to geographical mapping, environmental issues, and

extended interest in animal protection. Several children believed that rules and laws were broken with regard to alcohol or drug consumption that might have caused the accident. As the week progressed, media reports substantiated their predictions and generated a great deal of excitement in the classroom. The teacher, responding to student requests, brought in a wide variety of materials about animal life in the area of the spill. Science experiments were spawned by the interest in the story, one target group student wrote a letter to the company held responsible, and indignant reactions were abundant in the optional student written news commentaries as the story unfolded. All members of the target group turned in voluntary projects about the oil spill during the week.

Week Six

Teacher observations of student responses and documentation of the number of completed optional writing assignments monitored progress during the first five weeks. At the beginning of the sixth week, a formal teacher-made test was given to guide any needed corrections in the implementation plan. The test measured recognition of national and state symbols, cardinal directions, recognition of rules and laws,

identification of specific locations on a map, and identification of sequence of historical events and figures. Although test outcomes will be discussed in the results section, it should be noted that map skills were shown to be weak in 12 out of 16 target group members. Mid-course corrections were carried out through an increase in map skill exercises during daily news reviews, an addition of a map skills learning center, and individual paper activities during the remaining weeks of implementation.

The brief "News Review" continued along with the optional writing center. The historical time line continued with the following activities to teach about settlement of America. A viewing and listening station was set up with a cassette and filmstrip about early settlement in America leading to the first Thanksgiving. Related books, chosen by the teacher to accommodate various class reading levels was available adjacent to the station. During the week, each child visited the station, viewed the filmstrip, listened to the cassette tape, and chose a book to report on. Assorted worksheet activities designed by the teacher were added to the each day's seatwork to reinforce major concepts from this time period. On the final day

of the week, students were asked to create a project to demonstrate what they had learned about the Pilgrims and the first Thanksgiving. Art materials, writing paper, and the media center resources were made available to the children. This activity represented their entire assignment for the independent seatwork time and focused on creativity. During the final thirty minutes of the day, the teacher collected and with class participation, discussed the projects, while affixing them to a poster board. It was then hung on the time line clothesline.

Week six also focused on the area of economics through activities related to all disciplines of the daily curriculum. Students had an opportunity to earn money throughout each day. Plastic money was given for specific tasks such as completing assignments, following rules, returning homework, using correct punctuation, neat handwriting, or acting as a classroom helper. An "Earn Chart" was displayed to help the students know how much money to expect. Each time they received money, they had to count the coins and record it on their account sheets. Students labeled their papers with the words "Earned" and "Spent" on opposite

sides. During the afternoon, each student had an opportunity to buy a pencil, marker, eraser, or other small object from the teacher. A sales tax was added to the cost and explained to the students at the beginning of the activity. Students could spend any amount of money in their account, or choose to save any portion of it. As the week progressed and the supply of materials diminished, the students were introduced to the concept of scarcity. They were told that the price of each object would increase as the number of items to be sold decreased. The focus was on economic vocabulary, economic concepts, value of coins, mathematical skills, and real world math word problems. The instructional and practice portions of this activity utilized regular math instructional time. The math skills for the week were interwoven into the word problems utilizing economic concepts. Math drill and reasoning were blended into the economic activities. The buying and selling segment of this activity required from twenty to thirty minutes in the afternoon. A parent volunteer was recruited to assist during two of the afternoons.

Week Seven

The daily "News Review" continued with a brief

highlight of relevant headlines, classification activities and the optional writing center.

The timeline activities continued with the focus for week seven on the American Revolution. The children completed one art activity each day to represent an event during the period of the revolution. They ordered each art project as it was completed so that a sequenced booklet was put together at the end of the week. One of the booklets was chosen for the poster board display with each page numbered and stapled to the board. Each of the pages had a short sentence summary of the event. The topics proceeded as follows:

Day One: "Too Many Taxes!" The teacher explained about laws which placed taxes on many goods used by the colonists. Emphasis was placed on democratic rights of citizens. Students compared the government of the colonists with the democratic government today while helping the teacher create a comparison chart on the blackboard. The discussion concluded with an assignment to illustrate the Boston Tea Party.

Day Two: "Declaration of Independence!" Students listened to the teacher read an appropriate grade level

book which described the Declaration of Independence. The discussion concluded with an assignment to create a torn paper Liberty Bell. Emphasis was placed on the meaning of "liberty" and the reason for our present day Fourth of July celebrations. Children were encouraged to use glitter to create a fireworks design on their papers.

Art projects included short summaries, written by the students, describing the holiday background.

Day Three: "Americans Fight for Liberty!" A brief discussion of the Revolutionary War reviewed the previous days discussions and utilized a cause and effect format. Students again located England on a map and the two opposing armies were identified. George Washington was identified as a leader of the American forces and a picture of him was displayed. Students were asked to depict the Revolutionary War at a paint center, in groups of four, throughout their independent work time.

Day Four: "Our Constitution." The teacher guided the students to an understanding of the formation of a government using a list of rules. Our classroom rules were discussed. Emphasis was placed on laws, rules, and democratic governments. The

discussion concluded with children coloring a representation of the Great Seal of the United States after finding it on a dollar bill.

Day Five: "George Washington - Our First President!" The students helped read the story of George Washington from teacher-made transparencies projected onto the blackboard. They compared the pictures of George Washington and George Bush leading to a discussion of problems, responsibilities, and lifestyles of the first and most recent President. The art activity had the children create the first American flag on one side of a paper and the present day flag on the opposite side. Materials included pre-cut construction paper and a teacher-made outline of each flag.

Historical sequence and the democratic process, as related to a second grade developmental level, was the focus of the week. Teacher guided instruction and discussion required approximately thirty minutes each day. The art activity was completed during the usual center and independent seatwork time.

Week Eight

The abbreviated "News Review" format continued along with the optional writing center.

The timeline continued with a combination focus on the movement west, formation and comparison of different types of communities, and economic concepts of goods and services. Each day spotlighted a form of transportation used as our country grew. A transportation center was set up by the teacher using fiction and non-fiction books, models of different types of transportation, and a variety of interesting pictures to provide motivation for creative writing. The teacher introduced the center at the beginning of the week during the usual time for the presentation of the week's unit learning center. The students were asked to pretend that they were on a wagon trip moving to a new community. They described goods needed on the trip, what they would need to build a new community, and what problems they might encounter They were asked to think about life without electricity and modern conveniences. Papers were discussed at the end of the day and a representative illustrated sample began the week's timeline poster. The activity progressed to a focus on ships and boats needing waterways to bring supplies to communities. Students were led to the discovery of river communities created for the accessibility of transportation by water. Railroads

were the subject for day three as students compared farm and city communities. Air pollution was introduced at this time. Automobiles and transportation by air followed as children compared services needed as communities grew. Specific activities included research, creative writing, class discussion, assigned literature readings, songs about transportation, a variety of art experiences created by the students to represent forms of transportation, and the continuation of the historical timeline with a poster board collage of student projects.

Math activities to support the transportation theme included the creation of a class bar graph showing the favorite form of transportation for members of the class and word problems involving calculating distance travelled.

The teacher displayed a map of the United States and colored in the areas of expansion using ordinal numbers and words to illustrate the growth of the United States. Students identified areas of personal interest each day as the teacher color coded the major areas.

As the week's activities utilized a whole language approach, they required no additional time other than

that normally used for all curricular disciplines and activities.

During this week, the district Social Studies supervisor visited our school and observed the timeline and other displays from the project. As a result of his observations and discussion with the practicum writer, he obtained a large world map and donated it to the classroom. In addition, he asked the writer to be a member of a committee to work on the revision of the county curriculum for social studies in primary grades.

Week Nine

The "News Review" format continued with the teacher selecting one or more news events concerning equality and human rights. The present day news initiated a focus on Abraham Lincoln, slavery, civil rights, and famous Black Americans. A whole language approach was again utilized with activities in each area of the curriculum. The students rubbed a penny with an pencil eraser to reveal the picture of Lincoln and were assigned individual projects to report on the importance of this President. Wars fought for freedom were briefly summarized on teacher made worksheets with appropriate comprehension and language arts activities for the students to complete. These sheets were given

in the proper historical sequence, one each day, and were included in the usual packet of individual seatwork. They were discussed at the normal time utilized for daily work feedback.The timeline poster board was made by the teacher to introduce each day's topic and hung on the clothesline at the end of the week. Representative samples of student work were stapled to one side of the board. Each student was assigned one book report to be completed by the end of the week. The book was chosen from a box of teacher selected grade level biographies of famous Americans noted for their work in the area of human rights. Martin Luther King Day was highlighted.

Biographical reporting, language arts skills, recognition and comparison of coins, historical development, and the acquisition of positive values regarding human rights were the focus of the interdisciplinary activities during week nine.

Week Ten

The final week again utilized the "News Review" format to activate critical thinking, complete the historical time line with current issues, and review the major objectives of the social studies plan.

Each day of the week, one article was chosen from

the morning newspaper to spur a discussion of a specific social studies concept. All news items were used to review extraction of story details, sequence, map skills, and language arts skills. Math word problems accompanied the news theme during the period for math.

During the afternoon of the fourth day of week ten, a teacher-made test consisting of twenty-five questions was given to evaluate program objectives. On the final afternoon, students were given another duplicate social studies test from the National Tests of Basic Skills. Spring equal interval scores to national percentile rank were used to compare with the fall scores derived from the pre-test. Analysis of documented data regarding weekly student contributions from the "News Review" was used to determine any attitude changes within the target group. The results of these tests and collections will be discussed in the following section.

CHAPTER IV

Results

A four part monitoring and evaluation system was utilized. Although teacher observation of student responses and participation helped steer the level of activities, formal procedures for evaluation produced the following results.

Beginning with week three, the teacher recorded each optional writing activity turned in by the target group. As the weeks progressed, the teacher conferenced with any students not responding in order to determine causes for lack of participation. Individual adjustments were made at that time to accommodate needs of children who wished to participate in the news activities in another manner. Prescriptive alternatives were individually documented as need and interest dictated. Documentation of requests for parental involvement, student comments revealing attitudes, and notable teacher observations were recorded on the weekly observation sheet (Appendix A).

Results of the documentation demonstrated an increased interest and concern for news events by the

target group which continued through the entire project. Although some of the target group members did not choose to write an optional report every day, the participation grew through art projects, materials brought from home to share with the class, and oral contributions. One target group member with a speech problem began to share oral news reports with the class. As this child had spoken only briefly and infrequently before the project implementation, the participation was notable. The student's mother wrote a note to express positive feelings about the project (Appendix B).

At the beginning of the sixth week, a teacher-made test was given to determine if mid-course corrections were needed. Test items covered outcome objectives two through five utilizing concepts covered in the first five weeks (Appendix C). Teacher analysis of specific objective mastery determined a need for remediation and reteaching activities in the area of map skills. Twelve of the target group students had failed to master finding cardinal directions on a map. Two students had difficulty with oral directions and were assigned a school volunteer to practice that skill with individually prescribed games and activities. A taped

listening and activity center was available to all the children and assigned to those students who had demonstrated weaknesses in these areas. The center consisted of a puzzle of the United States and a taped cassette. The teacher-made tape gave oral directions to complete various sections of the puzzle using cardinal directional vocabulary. Additional individual prescriptions and enrichment exercises were assigned as test results directed (Appendix D).

At the end of the ten week period, another teacher-made test helped to determine student mastery of objectives (Appendix E). All but two members of the target group achieved mastery of every test objective with a criterion score of at least eighty percent accuracy (Appendix F). Ten out of the twelve students who had failed to master map skills on the mid-course test passed criterion score requirements for that skill on the final teacher-made test. Almost one-third of the target group achieved a perfect score in all areas of this post-assessment. Two students in the group failed to master all areas and did not achieve a total criterion score for mastery. Both of these students have been placed in full time exceptional education programs for next year as a result of the severity of

their learning disabilities. As the practicum writer's objective for the final teacher-made test was to have ninety percent of the target group master all skill areas, the goal was not reached. However, improvement was marked in the two students who failed to achieve mastery of all objectives.

At the end of the ten week period, the students in the target group were given the Social Studies section of The National Tests of Basic Skills (Appendix G). The writer attempted to show success of the project through results of ninety percent target group scores at or above the 50th percentile. Results showed one-hundred percent of the target group achieved at or above the 50th percentile with seventy-five percent of the group scoring at or above the 90th percentile (Appendix H). Post assessment results showed gains far beyond the writer's projections. It was noted that eight students missed one or more questions using a bar graph but had no difficulty doing so on the final teacher-made test. A variety of formats might be used to increase the mastery of this skill on different types of test examples.

CHAPTER V

Recommendations

The practicum project will be shared within the school of origin with the second and third grade team members at a meeting designated for that purpose during the pre-school teacher work days. As a new second grade teacher on the team witnessed the project's implementation during internship, plans have already been made by that teacher to utilize the program next year. The writer will recommend a total team implementation of the "News Review" portion of the project.

The Primary Specialist will be given a copy of the project to have available to teachers in all grade levels. It will be recommended as a social studies curriculum guide for special area teachers with a variety of grade levels in one class. The practicum writer will discuss the project at a schoolwide staff meeting and offer service as a resource guide to assist other teachers in the implementation of any portions of the program.

As the district is involved in the formulation of a

new curriculum for elementary social studies, a copy of this report will be sent to the county social studies supervisor.

Finally, a copy of this practicum will be sent to the Program Specialist for the Bureau of Curriculum Services in the Florida Department of Education. The writer will recommend that results of this study be utilized in the development of a statewide assessment program in social studies and offer to serve on a committee to assist with the project.

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APPENDICES

APPENDIX A

SAMPLE OF WEEKLY OBSERVATION SHEET

APPENDIX A

WEEK 3 TARGET GROUP	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	OBSERVATIONS
Alexis	P	P	R	R	RO	Writes as little as possible re states main idea - hesitates to state opinion (Did on Fri.)
Wendell	A RO	A RO	A ROM	A ROM	A RO	Loves to share opinion, did not previously in reading assignments
Michael	A RO	A RO	A RO	A ROM	A RO	Shares orally in class! First time public speaking for!
Natasha	A R	A R	A RO	A RO	A RO	Demonstrates anger about stories relating to home-situation.
Betty	C	C	P	P	RO	Poor reader & writing skills - became more confident by weeks end.
Erin	A R	A R	A R	A ROM	A ROM	Found bone in woods - wrote news story for school paper - displayed in media center
Ashley	A R	A RO	A RO	A RO	A RO	mature thinking and analysis - increased each day
Harold	ROM	RO	RO	ROM	RO	Shows concern with social problems - private conference.
Anthony	A RO	A RO	A RO	A RO	A RO	First time to express own ideas!!
Jeremy	A ROM	A ROM	A RO	A RO	A ROM	Projects, used for behavior modification conference.
Renee	A R	R	R	A RO	RO	Discussed privately my desire for her ideas - increased by weeks end
Felisa	PO	P	P	P	RO	little confidence - would rather share orally - worked with peer
Dana	A ROM	A ROM	A ROM	A ROM	A ROM	Demonstrated unusual creative talents through projects.
Tanesha	R	RO	RO	RO	ROM	opinions became stronger and more mature each day
Melissa	A ROM	A RO	A RO	A RO	A ROM	Loves to share ideas, articles, thoughts!!
Richard	R	RO	RO	A ROM	RO	Conferenced about guidance concerns expressed in writing.

Code

A - Article brought from home to share
C - Copied from another student
R - Reviewed news story
P - Poor quality - little critical thinking
M - Multi-media project
O - Opinion stated / analysis

Notes:

Excitement level evident in class apparent. Notable increase in student interest after only two weeks!!

APPENDIX B

SAMPLE PARENT LETTER

APPENDIX B

Mrs. Kamiski,

Introducing the Second grade ~~Cell~~ class to the Newspaper has been a greate experience for them. My son Michael has learn a lot about whats going on in the world and in our City. Now he like to clip things out of the paper and share with his class. Now he is more 'intersted in the space-shuttle and Voting for presidents etc.

Keep up the good work. And please excuse my spelling.

Its been a pleasure having you teach Michael this year. Sincerely Catherine [redacted]

APPENDIX C

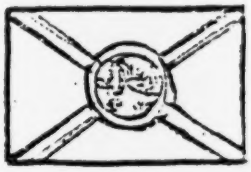
MID-COURSE TEACHER DEVELOPED TEST

Name_____

Draw a line to match each symbol with the correct words:

1. Uncle Sam

2. Liberty Bell



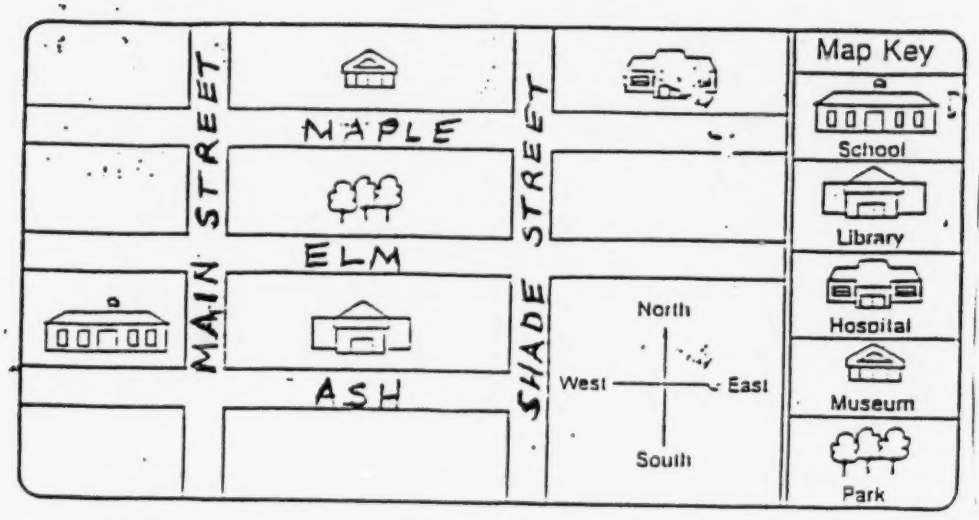
3. Statue of Liberty

4. Bald Eagle

5. American Flag

6. Florida State Flag

APPENDIX C



Look at the map. Bubble in the best answer.

7. What street is the park on?

   (A.) Main Street (B.) Elm Street

   (C.) Shade Street (D.) Ash Street

8. To go from the park to the library, you walk...

   (A.) North (B.) South (C.) East (D.) West

9. To go from the school to the library, you walk....

   (A.) North (B.) South (C.) East (D.) West

10. If you walked on Shade Street from the library to the museum, you would be walking.....

   (A.) North (B.) South (C.) East (D.) West

Look at the pictures. Put an X next to the children who are obeying a rule or law. 60

11.

12.

13.

14. Fire Drill Safety
1. Walk don't run to the door.
2. Be very quiet

Which were in America first? Number them on order.

Look at the map. Follow the directions:

19. Color the United States green.

20. Color Canada yellow.

21. Color Mexico orange.

22. Put an X on our State.

23. Color the Gulf of Mexico blue.

24. Which ocean is on the West Coast of the U.S.?

_____

25. The Atlantic Ocean is _____of the U.S.?

a. North b. South c. East d. West

APPENDIX D

MID-COURSE DIAGNOSTIC SHEET

WEEK 6 Mid-Course Teacher-Made Test Results	Total Score	Recognition of Symbols	Directions on a Map	Recognition of Rules and Laws	Historical Sequence of Events	Recognition of Geographical Locations	Prescription for Mid-Course Correction
Alexis	80		R				map skills center
Wendell	96		R				conference w/ SLD resource
Michael	84		R				map skills center/optional media projects
Natasha	92		R				map skills center- conference w/ SLD resource
Betty	52		R	R			map skills center/Betty volunteer - Oral directions/rules
Erin	94		R				map skills center - peer partner
Ashley	96		R				map skills center
Harold	80		R				Handwriting practice with map skills center
Anthony	100						map skills center - Conference with SLD resource
Jeremy	100						Enrichment: Independent projects/media map center
Renee	94		R				Enrichment: Report on trip to Washington - reference in media
Felisa	98	Flags R					map skills center
Dana	88		R				Tutor - Oral directions make flags in media map skills center
Tanesha	96	Flags R	R				map skills center - Book report and write book.
Melissa	100		R				make flags in media map skills center
Richard	88		R				Enrichment: Media center 3rd grade map skills
							map skills center
Total Possible =	100						

Code:

R - Remediation Needed

Total Class:

Additional map skills focus in daily News Review - Practice oral directions frequently.

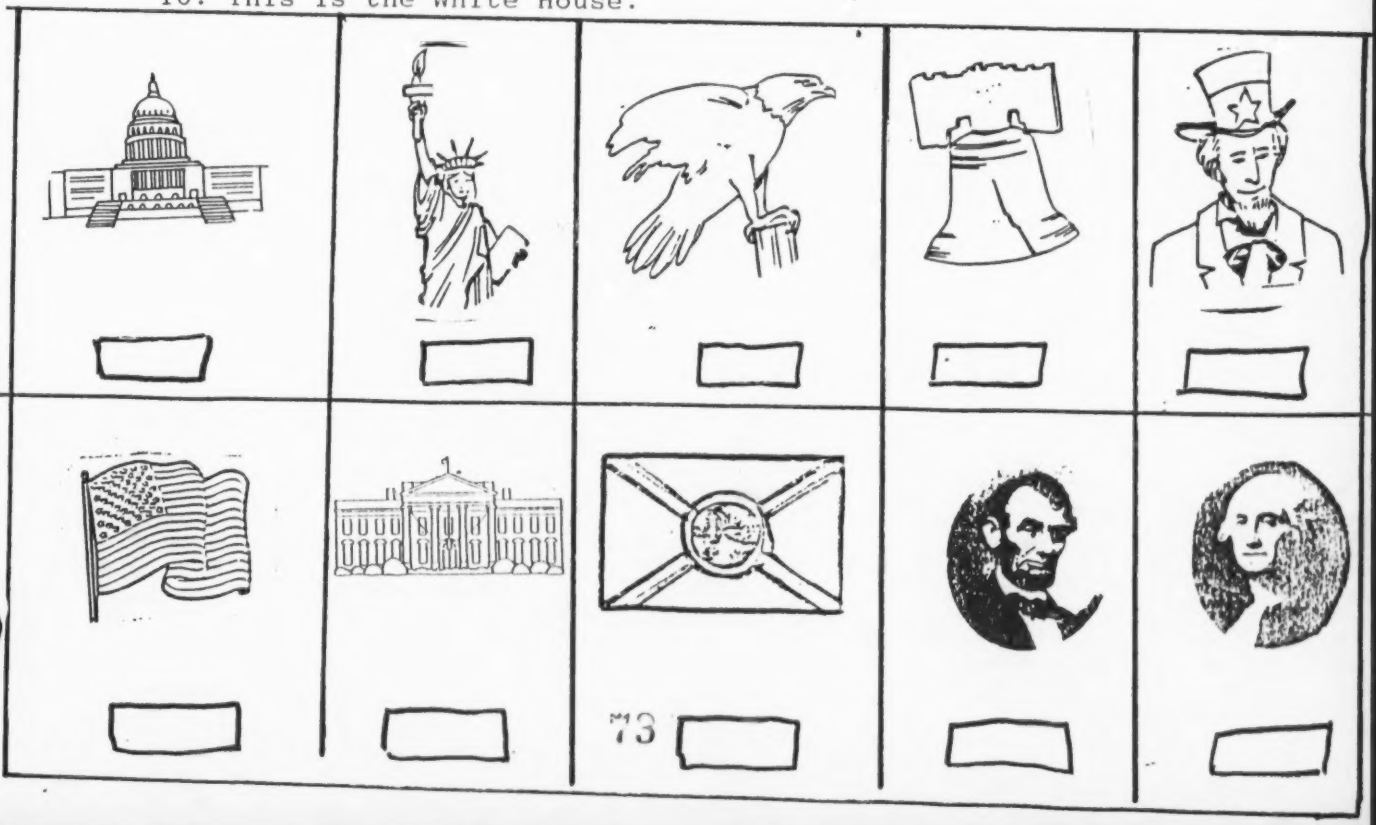
APPENDIX E

FINAL TEACHER DEVELOPED TEST

APPENDIX E

Match the number of each sentence with the correct picture.

1. This is the Liberty Bell.
2. This is a picture of George Washington.
3. This is Uncle Sam, a symbol of our government.
4. This is a picture of Abraham Lincoln.
5. This is our state flag.
6. This is our country's flag.
7. This is the Statue of Liberty.
8. This is the bald eagle.
9. This is our nation's Capitol.
10. This is the White House.



Bubble in the correct answer. 66

11. Which letter on the map shows the United States?

A B C D E

12. Which letter on the map shows Canada?

A B C D E

13. Which letter shows our state?

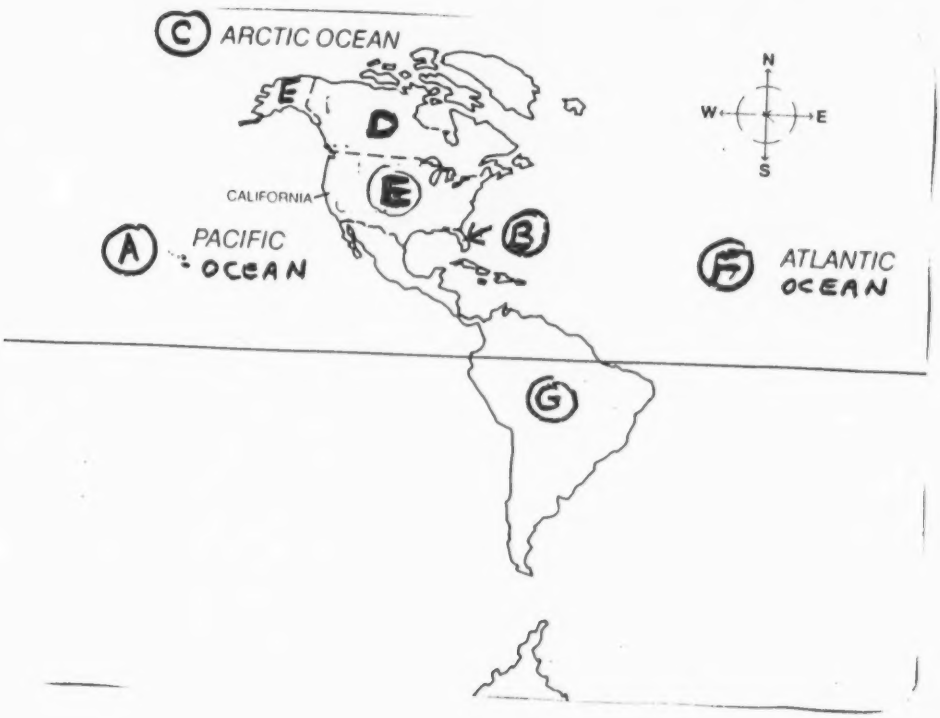
A B C D E

14. Which ocean is on the west of the United States?

A B C D E

15. Which ocean is north of Alaska?

A B C D E



Look at the picture graph and bubble in the correct answer.

16. How many children go to school by walking?

(A.) 6 (B.) 8 (C.) 9 (D.) 10 (E.) 12

17. How many children ride their bikes to school?

(A.) 2 (B.) 6 (C.) 8 (D.) 10 (E.) 12

18. How many children ride in a car to school?

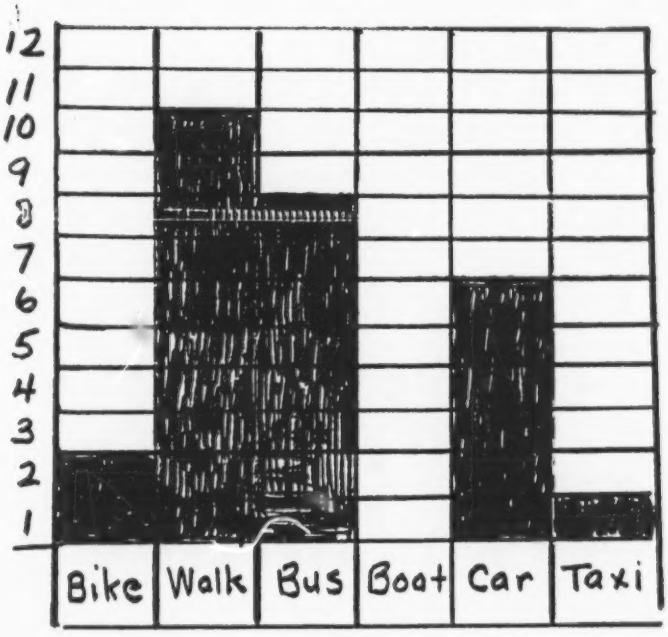
(A.) 2 (B.) 6 (C.) 8 (D.) 10 (E.) 12

19. How many children ride to school in a bus?

(A.) 2 (B.) 6 (C.) 8 (D.) 10. (E.) 12

20. Most children go to school by _____.

(A.) walking (B.) car (C.) bike (D.) bus (E.) boat



Match the picture with the holiday.

21. Martin Luther King Day

22. Lincoln's Birthday

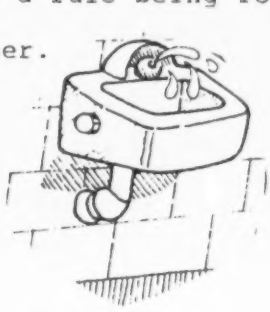
23. Washington's Birthday

24. Independence Day

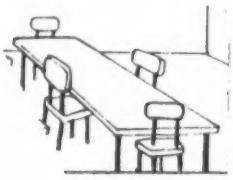
25. Thanksgiving Day

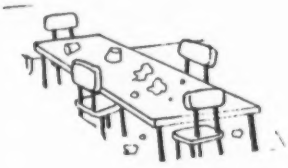
Circle the picture that shows a rule being followed.

26. Turn off the running water.



27. Leave your lunch table clean.

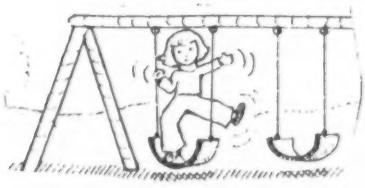




28. Wait for your turn.

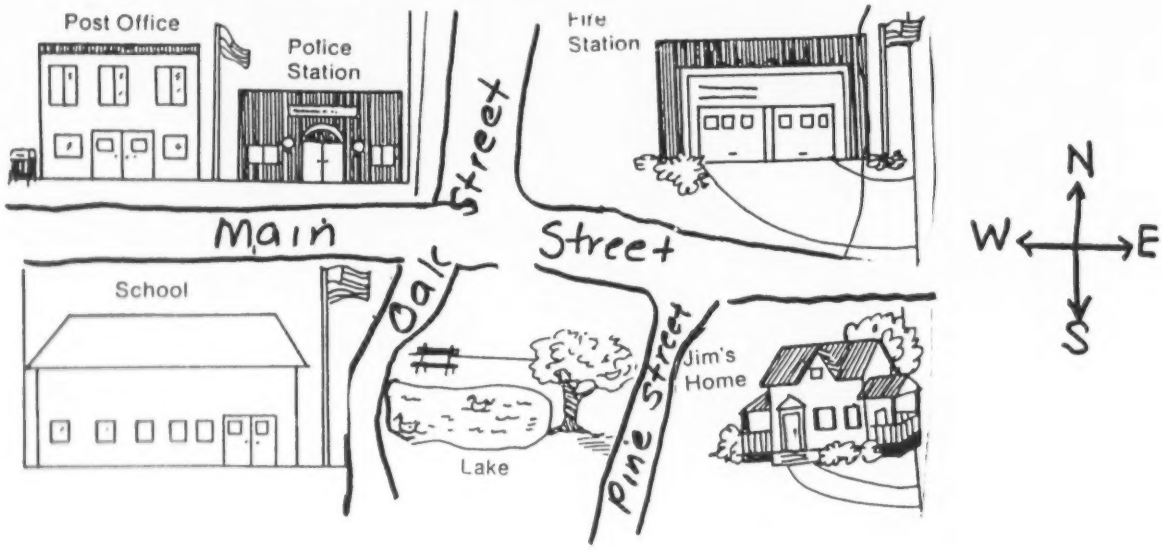
29. No talking in the media center.

30. Sit down on the playground swings.



Match the correct answer to each sentence.

31. A policeman is a worker who provides a ___. buy
32. _____ are things people must have to live. earn
33. _____ are things people like to have. service
34. People work to ____ money. Wants
35. People use money to ___ things. Needs



Use the map to match the correct answers.

36. The school is _____ of the Post Office. North
37. The lake is _____the school and Jim's home. South
38. The Fire Station is _____of Oak Street. between
39. The Police Station is _____of Main Street. East
40. The school is ____ of the lake. West

APPENDIX F

RESULTS OF FINAL TEACHER DEVELOPED TEST

APPENDIX F

Teacher-Made Final Test Results May, 1999

	(1-10) Identify specific national and state symbols	(11-15) Use graphics to locate resources	(16-20) Use graphics and vocabulary to locate places on a map	(21-25) Identify holidays and use graphics pictorial vocabulary to compare information	(26-30) Recognition of rules and laws as essential to society	(31-35) Distinguish between economic terms.	(36-40) Use maps, globes and other tools of geography - pictorial directions	All skill area totals
	History	History	History	History	Government	Economics	Geography	Total
Total Possible Score	10	5	5	5	5	5	5	40
Criterion Mastery	8	4	4	4	4	4	4	32
Alexis	(6)	(3)	4	5	5	(3)	(3)	(29)
Wendell	8	5	5	5	5	5	5	38
Michael	10	5	5	5	5	5	5	40
Natasha	8	5	5	5	5	5	5	38
Betty	(7)	(3)	4	5	5	(2)	4	(30)
Erin	10	5	5	5	5	5	4	39
Ashley	10	5	5	5	5	5	5	40
Harold	10	5	5	5	5	5	4	39
Anthony	10	5	5	5	5	5	5	40
Jeremy	10	5	5	5	5	5	5	40
Renee	10	5	5	5	5	5	5	40
Felisa	8	4	5	5	5	5	4	36
Dana	8	5	5	5	5	5	4	37
Tanesha	10	5	5	5	5	5	4	39
Melissa	10	5	5	5	5	5	4	39
Rishard	10	5	5	5	5	5	5	40

APPENDIX G

SAMPLE OF THE NATIONAL TEST OF BASIC SKILLS

Social Studies

This test contains 25 items that measure the students' understanding of various disciplines in the social sciences—including sociology, political science, economics, history, and geography. An emphasis on visual stimuli allows the testing of social science concepts independent of reading skills. The students look at four pictures and then answer a question by deciding which picture best represents the correct answer.

Prior to the administration of this test, check to be sure that each student has received a copy of the Level D test booklet with his or her name on it and two No. 2, soft-lead pencils with erasers.

To begin the test, say:

This is a test to see what you know about people and the world we live in. Open your test booklet to page 39.

Check to make sure the students have opened their booklets to the correct page. Then say:

I will ask you to look at some pictures and then I will ask you a question. You are to mark the answer circle under the picture that best shows the correct answer. Let's try one together. Look at the sample at the top of the page.

Sample
Say:

Look at the four pictures of buildings. Mark the answer circle under the picture that shows a *school.*

Pause as the students complete the sample item. When most of the students have marked an answer, say:

Which picture shows a school?

Pause. Then say:

Yes, the third picture shows a school. You should have marked the answer circle under the third picture. Are there any questions?

Pause for questions. Then say:

We are now ready to do the rest of the test. Listen carefully to what I say and then look closely at the pictures. Mark the answer circle under the picture that best shows the correct answer. I will read the number of each question to help you keep your place. Do not worry if you do not know the answer to a question. Just do the best you can. Let's begin.

Item 1
Say:

Number 1. Look at the pictures. Mark the answer circle under the picture that shows someone wasting water.

Pause.

Item 2
Say:

Number 2. Look at the pictures. Mark the answer circle under the picture that shows a building that helps boats sail at night.

Pause.

Item 3
Say:

Number 3. Look at the pictures. Mark the answer circle under the picture that shows something you see on the American flag.

Pause.

Item 4
Say:

Number 4. Look at the pictures. Mark the answer circle under the picture that shows a girl receiving money she has earned.

Pause. Then say:

We are now at the end of the page. The arrow at the bottom of the page tells us to go on. Now turn to the next page, page 40. Find the map at the top of the page.

Check to make sure the students are on the correct page.

Item 5
Say:

Number 5. Look at the map. Now look at the pictures below the map. Mark the answer circle under the picture that shows what is at the end of Cat Street.

Pause.

Item 6
Say:

Number 6. Look at the map again. Now look at the pictures next to number 6. Mark the answer circle under the picture that shows what is at the corner of Cow Street and Bird Street.

Pause.

Item 7
Say:

Number 7. Look at the pictures. Mark the answer circle under the picture that shows what people do to get a law passed.

Pause. Then say:

We are now at the end of the page. The arrow at the bottom of the page tells us to go on. Now look at the next page, page 41. Find the number 8 at the top of the page.

Check to make sure the students are on the correct page.

Item 8
Say:

Number 8. Look at the pictures. Mark the answer circle under the picture that shows something the government needs so it can do things for the people of the community.

Pause.

Item 9
Say:

Number 9. Look at the map and the key. Now look at the pictures below the map. Mark the answer circle under the picture that shows a symbol that stands for mountains on the map.

Pause.

Item 10
Say:

Number 10. Look at the map again and find the railroad tracks. Then look at the letters in row 10. Mark the answer circle under the letter that shows the direction the railroad runs away from the ocean.

Pause. Then say:

We are now at the end of the page. The arrow at the bottom of the page tells us to go on. Now turn to the next page, page 42. Find the number 11 at the top of the page.

Item 11
Say:

Number 11. Look at the pictures. Mark the answer circle under the picture that shows the first president of the United States.

Pause.

Item 12
Say:

Number 12. Look at the pictures. Mark the answer circle under the picture that shows a group of people who will most likely get their job done first.

Pause.

em 13
ay:

Number 13. Look at the pictures. Mark the answer circle under the picture that shows what England and the American colonies did to decide who would rule America.

ause.

tem 14
ay:

Number 14. Look at the pictures. Mark the answer circle under the picture that shows a place that gets its money to operate from taxes.

ause.

tem 15
ay:

Number 15. Look at the pictures. Mark the answer circle under the picture that shows the kind of transportation that causes the l of pollution.

Pause. Then say:

We are now at the end of the page. The arrow at the bottom of the page tells us to go on. Now look at the next page, page 43. Find the number 16 at the top of the page.

Check to make sure the students are on the correct page.

Item 16
Say:

Number 16. Look at the pictures. Mark the answer circle under the picture that shows a group that does not have a leader.

Pause.

Item 17
Say:

mber 17. Look at the pictures. Mark the wer circle under the picture that shows a group of people who do not have a common goal.

Pause.

Item 18
Say:

Number 18. Look at the pictures. Mark the answer circle under the picture that shows who helped the Pilgrims find food.

Pause.

Item 19
Say:

Number 19. Look at the pictures. Mark the answer circle under the picture of the boy who doesn't need anyone else to help him play.

Pause.

Item 20
Say:

Number 20. Look at the pictures. Mark the answer circle under the picture that shows something people *want* but cannot buy.

Pause. Then say:

We are now at the end of the page. The arrow at the bottom of the page tells us to go on. Now turn to the next page, page 44. Find the graph at the top of the page. The graph shows four different ways children get to school.

Check to make sure the students have turned to the correct page.

Item 21
Say:

Number 21. Look at the graph at the top of the page. Now look at the pictures in row 21. Mark the answer circle under the picture that shows a way of getting to school that is used by only two children.

Pause.

Item 22
Say:

Number 22. Look at the graph again. Now look at the pictures in row 22. Mark the answer circle under the picture that shows how most of the children get to school.

Pause.

Item 23
Say:

Number 23. Look at the pictures. Mark the answer circle under the picture that shows how chemicals in polluted water might get into people's bodies.

Pause. Then say:

We are now at the end of the page. The arrow at the bottom of the page tells us to go on. Now look at the next page, page 45. Find the number 24 at the top of the page.

Check to make sure the students are on the correct page.

Item 24
Say:

77

Number 24. Look at the pictures. Mark the answer circle under the picture that shows a sign that tells about a family rule.

Pause.

Item 25
Say:

Number 25. Look at the pictures. Mark the answer circle under the picture that shows the only kind of person who was allowed to vote in our country's first elections.

Pause. Then say:

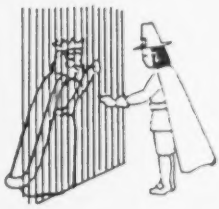
Stop. Put your pencil down. Close your test booklet. This is the end of the Social Studies test.

If students will be taking another test during this testing session, go on to the directions for that test. If this is the end of the testing session or if a break is scheduled, collect all test materials.

11

12

13



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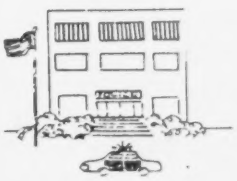
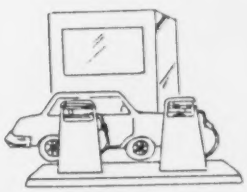

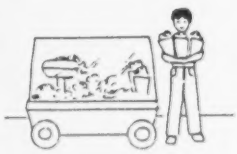

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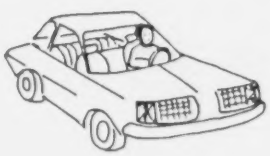
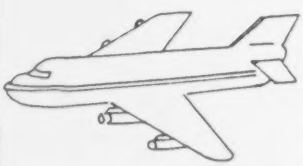
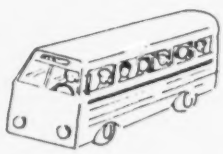

APPENDIX H

PRE/POST ASSESSMENT DATA

RESULTS OF THE NATIONAL TEST OF BASIC SKILLS

WEEK 6

TARGET GROUP: National Test of Basic Skills

	October, 1988			May, 1989			
	Raw score (out of 25)	Equal Interval Score (Fall)	National Percentile Rank	Raw Score (out of 25)	Equal Interval Score (Spring)	National Percentile Rank	Item Number missed on Final Assessment
Alexis	3	195	1%	18	350	50%	4, 13, 14, 15, 17, 19, 24
Wendell	13	271	25	23	448	93	15, 22
Michael	11	236	10	24	469	96	21
Natasha	10	231	8	23	448	93	21, 22
Betty	4	200	1	22	428	90	14, 17, 22
Erin	6	211	1	25	489	99	
Ashley	12	253	18	24	469	96	14
Harold	11	236	10	22	428	90	2, 20, 21
Anthony	10	231	8	24	469	96	21
Jeremy	13	271	25	24	469	96	14
Renee	12	253	18	24	469	96	15
Felisa	10	231	8	18	350	50	4, 10, 15, 16, 17, 20, 23
Dana	14	291	38	21	407	83	14, 17, 21, 22
Tanesha	6	211	1	21	407	83	6, 17, 21, 22
Melissa	13	271	25	24	469	96	25
Richard	10	231	8	25	489	99	
	Pre-Assessment			Post-Assessment			